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THE WOOSTER PRIMER

WOOSTER & COMPANY,
PUBLISHERS
CHICAGO, ILL.

YB 35151

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UNIVERSITY OF CALIFORNIA

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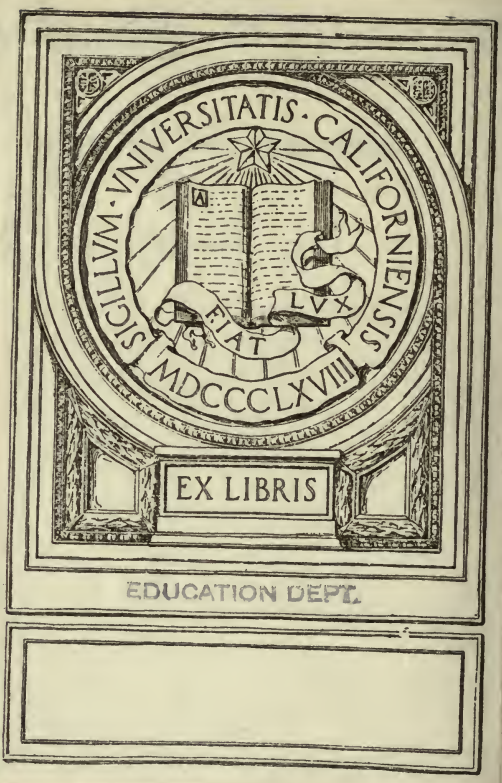
No. 189



EDUCATION DEPT.

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THE

WOOSTER PRIMER

BY

LIZZIE E. WOOSTER

WOOSTER & COMPANY
SCHOOL BOOK PUBLISHERS
CHICAGO, ILL.

LB1525
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TO VISU
ANGELICO

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PREFACE.

This book is based upon actual school-room work.

It gives a definite plan of work, which may be followed by even the inexperienced teacher.

The words selected are those which are familiar to most children.

All the new words used in each reading lesson appear diacritically marked with that lesson.

The words are repeated a sufficient number of times, that the children do not forget them.

The review lessons consist of the old words made into new sentences.

The reading lessons are illustrated, and all of the principal features are brought out by the pictures.

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The use of color work in the illustrations adds to their attractiveness and makes the lessons more pleasing to the children.

Each reading lesson is so arranged that it leads to the next, and the little people who appear in the illustrations are carried through the book, making the pictures and reading lessons more interesting to the children.

The pictures for the reading matter are so planned that the children may get the thought from the pictures, and hence may be able to express it in their own language.

The language, writing, drawing, number work and stick-laying exercises are all carefully graded to suit the needs and capabilities of pupils in first-year work.

LIZZIE E. WOOSTER.

SUGGESTIONS TO TEACHERS.

It is not how much the teacher can give, but how much the child can retain. As Judge Tourgée says: "The greatest fault with the schools of to-day is, that the teachers are shooting above the heads of the children."

Reading.—It is not wise to try to give the five- or six-year-old child reading matter containing words that belong in Third Grade work, and ask that he recognize, spell, write or pronounce them readily. The result of such efforts is bound to be slow progress, with lack of interest for the pupil and discouragement for the teacher.

The use of the blackboard is necessary for word and phonic drill work, even though much chart and blackboard work is given before the books are placed in the hands of the children. The words given from the blackboard may be used in exercises to gain correct pronunciation, rapid recognition of words, correct spelling, etc., and the teacher can point to them so as to make sentences. This work will improve the slow reader.

Make the lessons interesting and pleasing for the children. Much depends on the manner of presenting a lesson.

Reading Boxes are a great help in the rapid recognition of known words, and in sentence-building they assist the child to gain the correct use of words, punctuation marks, and capitals. The Reading Boxes will not only be instructive, but will keep the children busy while the teacher hears other classes.

Never permit the children to put away their work until you have looked at it. Give the children words of praise when possible, and let them feel that you are interested in their work.

Writing.—Writing is best taught by letters, words, and sentences.

Care should be taken to get arm-movement and a free, easy holding of the pencil and pen.

Let the children watch the teacher write a letter or a word on the blackboard; then let her write a letter or a word on the blackboard *for each child in the class*, and help each child to trace that letter or word. If the children do trace the same letters or words many times on the blackboard, an easy arm-movement is soon acquired, and at the same time a correct form is learned.

In this way the children will learn to make the letters and words correctly. In the same manner letters and words can be traced on the slates or paper.

The beginners should also be given the figures in this way until they have learned the correct forms and can make them without help.

All blackboard work should be in script. Teachers should never print words on the blackboard for the children, for in so doing the children have a form to learn which they should never use, and it is a waste of time for both teacher and pupils.

Number Work.—The Number Work is in a form to please the children and give them a systematic beginning. It will save the teacher some blackboard work. Page 25 is to teach the names and value of the nine figures.

Number Boxes may be used with much profit in teaching the figures and combinations, and as a rest from slate work.

Stick-laying.—The designs for stick-laying are only a few of the many that may be given the little people. Toothpicks may be used if colored sticks cannot be secured. The Stick-laying exercises may be used to teach form, color, and number. Ask the children to tell you what they can make with two sticks, three sticks, four sticks, five sticks, six sticks, seven sticks, etc. Direct them to put so many sticks of each color together. The teacher can write the figures on the blackboard with colored crayon, showing the number of sticks of each color that are to be placed together.

Drawing.—Only the simplest outline work is given in the drawing. But this will serve to interest and please the children, and also to give them a foundation for the future work of the following years. The lessons illustrated in outline drawing are for the children to copy. Broad gray lines are used in the book, the same as should be required of the children, on slates, blackboard, and paper.

Language.—The sentences with blanks are to be filled out by the children from their stock of words already acquired. This draws on their originality and ingenuity, and at the same time serves for language and review.

Phonics and Spelling.—Phonic drills should be given from the blackboard and book, using such words and letters as the lessons require. Let the children become familiar with these exercises by repeating them after the teacher until they can do the work without help. The review words for spelling will be found very helpful for spelling and drill work in marking.

Paper-folding and Sewing.—Paper-folding and sewing may be used to aid in teaching color, number, form, neatness, etc., and may be given as a rest from other work.

Clay-modeling.—Clay-modeling may be given to teach form, neatness, etc., and to familiarize the child with the names of geometrical forms.

The Holidays are given special lessons, as they furnish so much interesting material for the children.

Nature Study should be given from the real objects if possible, such as leaves, seeds, fruit, etc., and not from pictures.

Artistic color work is given in this book with leaves, flowers, fruit, etc., and it will aid in the Nature Study work.

The plan followed in this book is such that the teacher can take up other nature study where it is more suitable for the class.

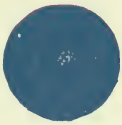
YELLOW
RED
BLUE
ORANGE

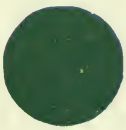
I see

a sēē

I see a

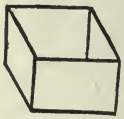
I see a

I see a 

I see a 

hăt bŏx

I see a hat.

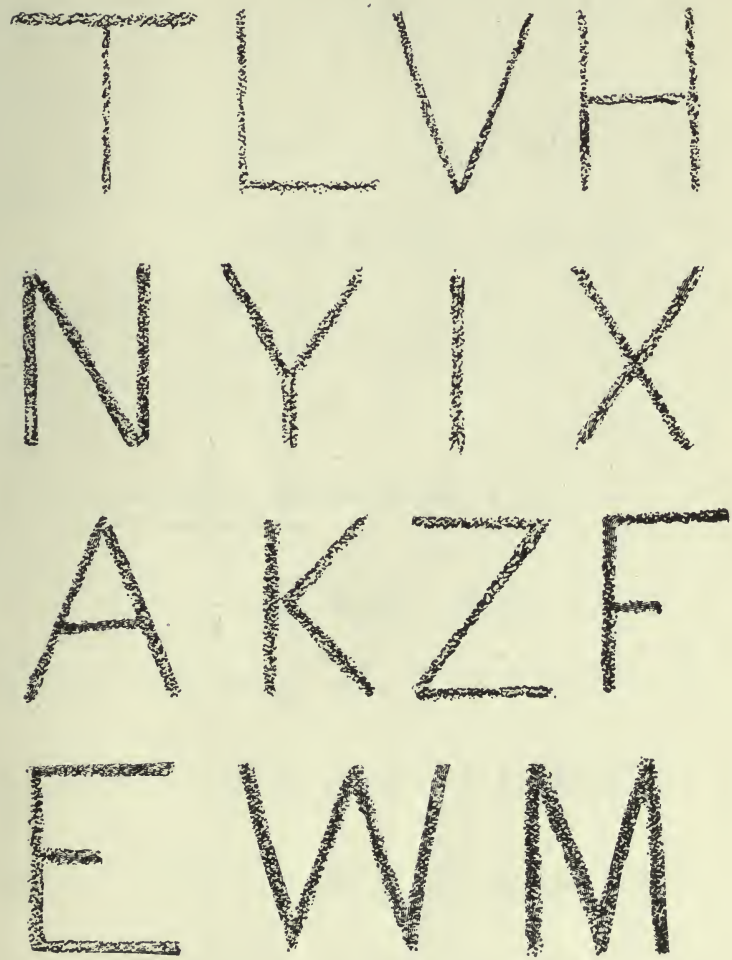
I see a box. 

I see a

I see a hat.

I see a box.

I see a

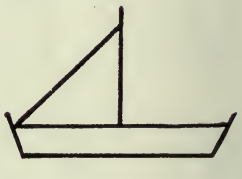

T L V H
N Y I X
A K Z F
E W M

căn gĕt flăg

I can get a hat.

I can get a box.

I can get a flag.

I can get a 

I can get a hat.

I can get a box.

I can get a flag.

I can get a .

find

I can find

I can find

I can find

I can find

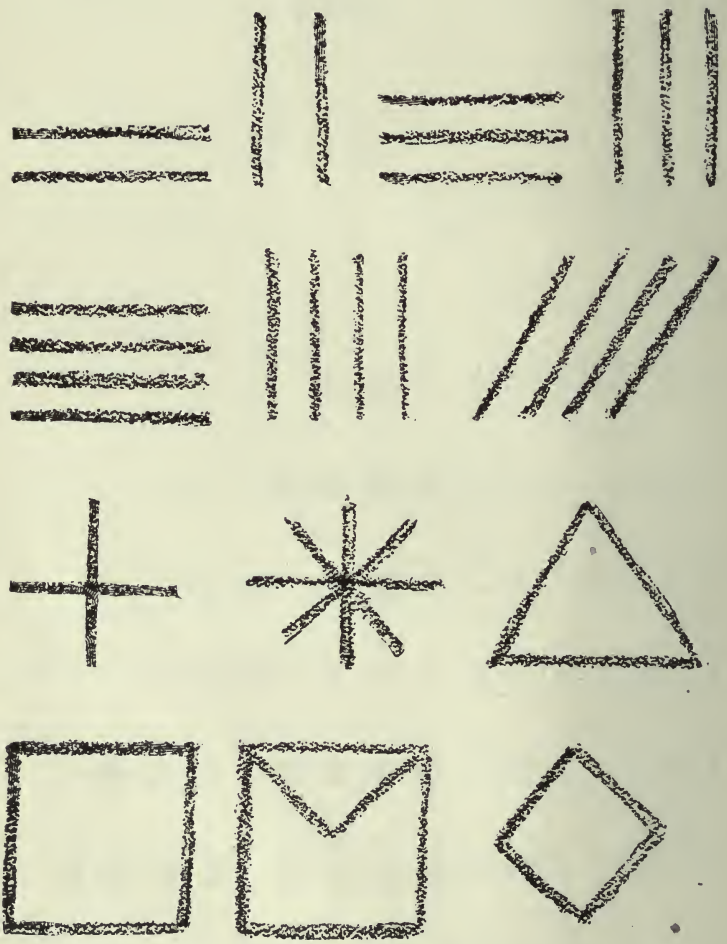
I can find

I can find

I can find

I can find

I can find



māke bōat

I can make a hat.

I can make a box.

I can make a flag.

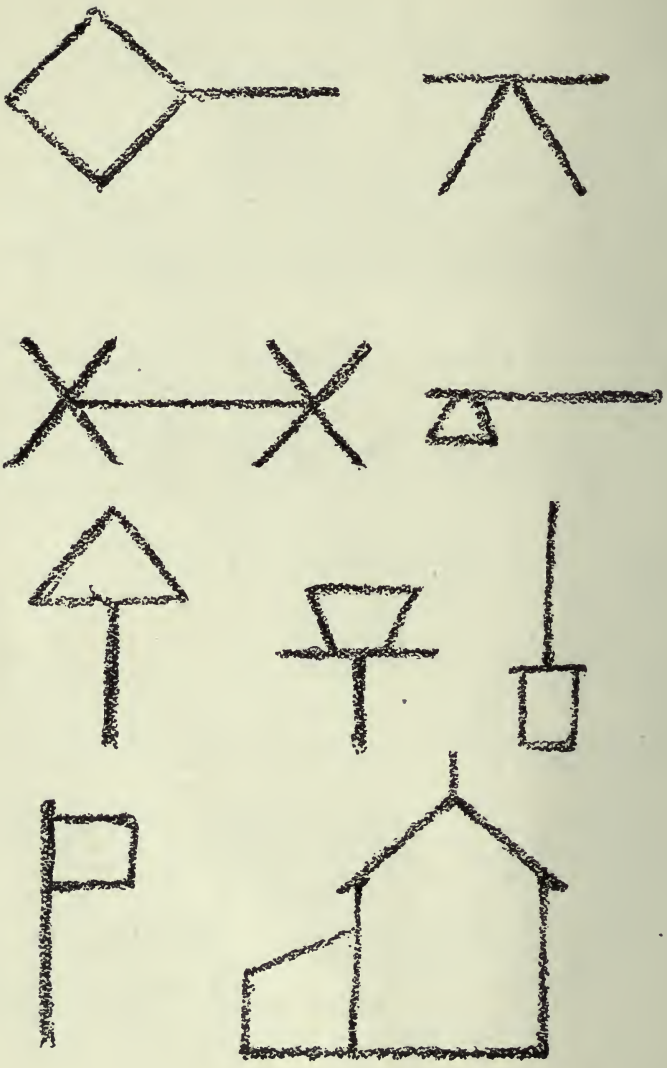
I can make a boat.

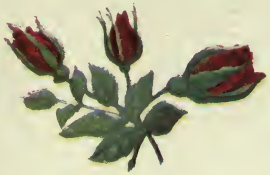
I can make a hat.

I can make a box.

I can make a flag.

I can make a boat.



I see 

I see

I see

I see

I see

I see

hăvę ănd thē

I have a box and a hat.

I have a boat and a flag.

See the box and the hat.

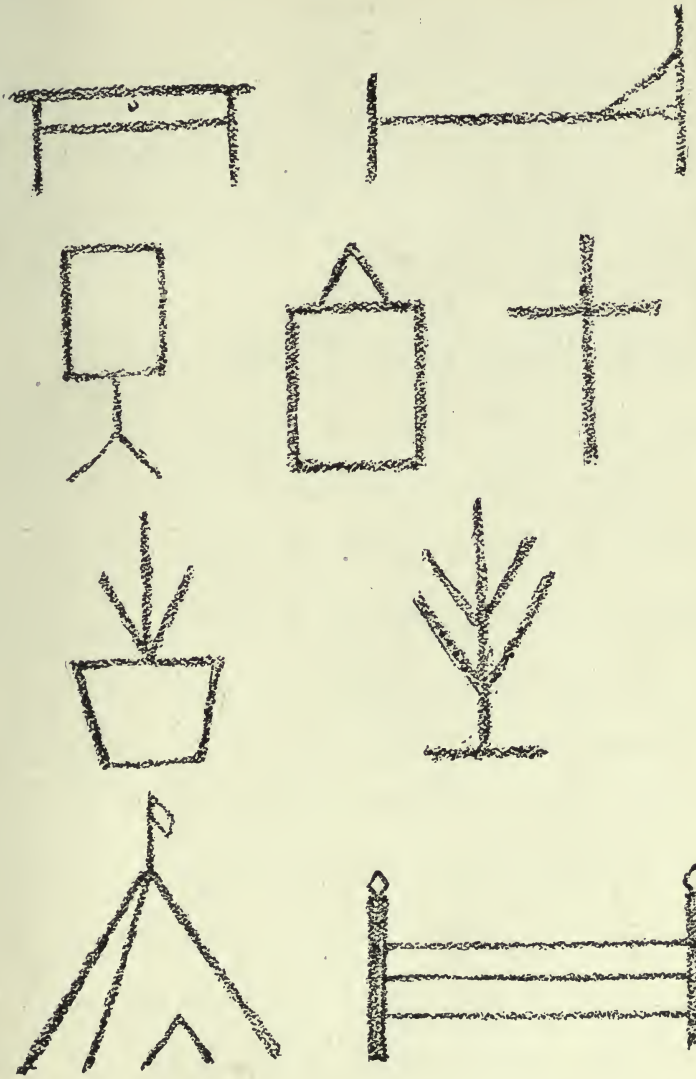
See the flag and the boat.

I have a flag.

I have a boat.

I have a hat.

I have a box.



REVIEW.

see	find	boat
can	box	have
get	make	and
hat	flag	the

Get a flag and a box.
Get a boat and a hat.
Find a flag and a box.
Find a boat and a hat.
Make a flag and a box.
Make a boat and a hat.
I can get a flag and a box.
I can get a boat and a hat.
I have a flag and a box.
I have a boat and a hat.
See the flag and the boat.
See the box and the hat.

REVIEW.

I see a flag and a box.
I see a boat and a hat.
I can make a flag and a box.
I can make a boat and a hat.
I can find a flag and a box.
I can find a boat and a hat.
I can get a flag and a box.
I can get a boat and a hat.
I have a flag and a box.
I have a boat and a hat.

~~t~~hĭs	lĭt tl~~e~~	~~c~~ŭp
ĭs̱	bĭḡ	făn

This is a little cup.

This is a big cup.

This is a little fan.

This is a big fan.

I have a little cup.

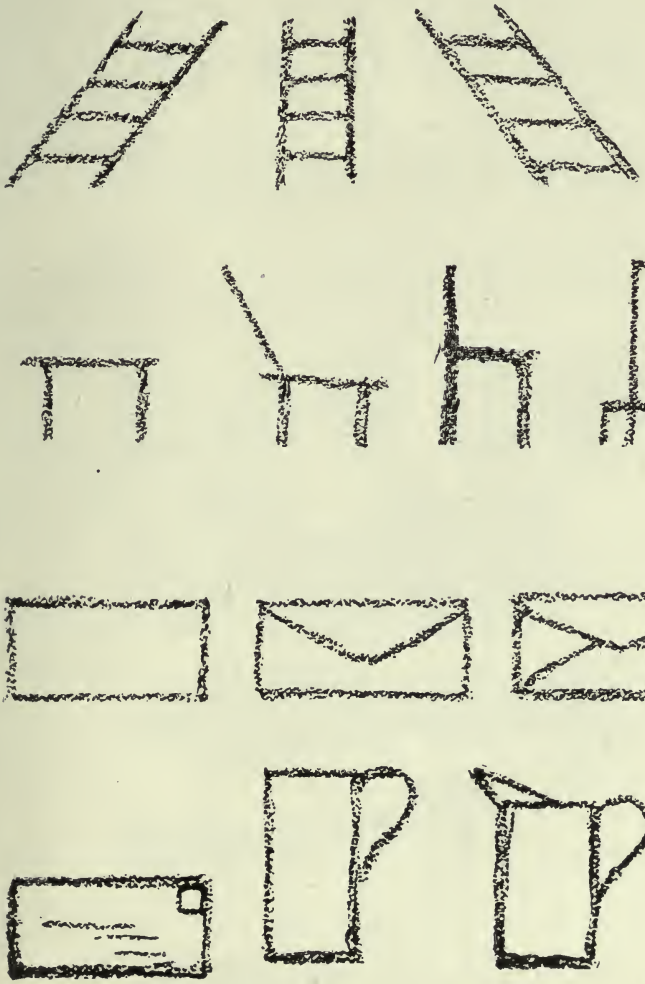
I have a little fan.

This is a little cup.

This is a big cup:

This is a little fan.

This is a big fan.



hēr~~e~~	dŏl~~l~~	ba̤l~~l~~
drŭm	tŏp	păn

Here is a drum.

Here is a doll.

Here is a top.

Here is a ball.

Here is a pan.

Here is a drum.

Here is a doll.

Here is a top.

Here is a ball.

Here is a pan.

0

1

2

3

4

5

6

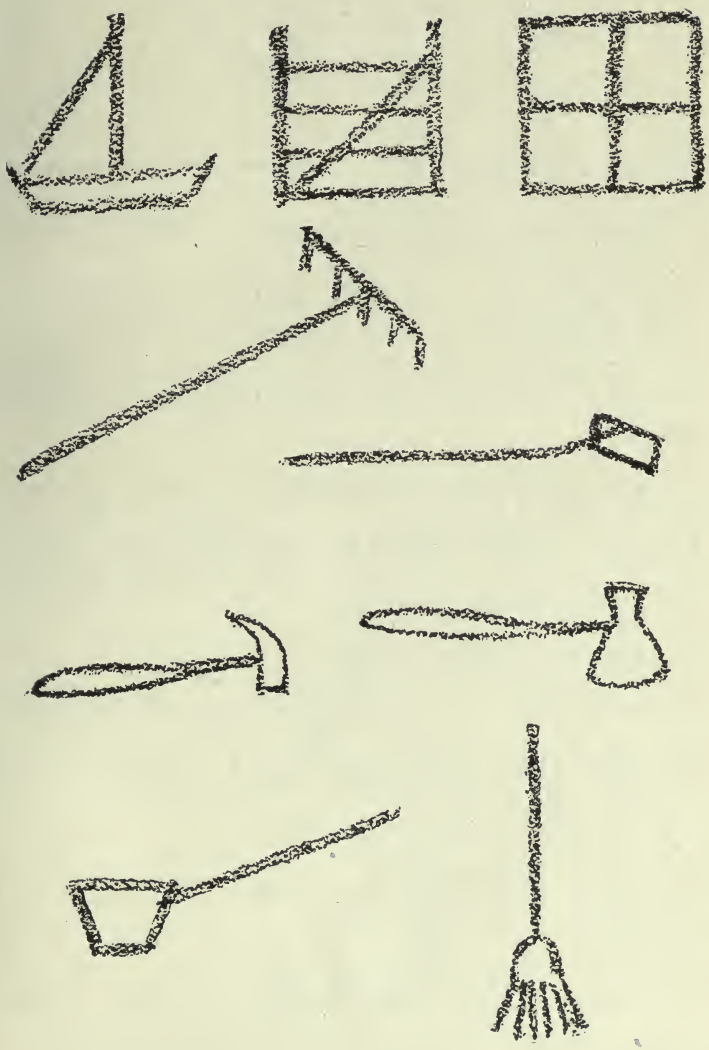
7

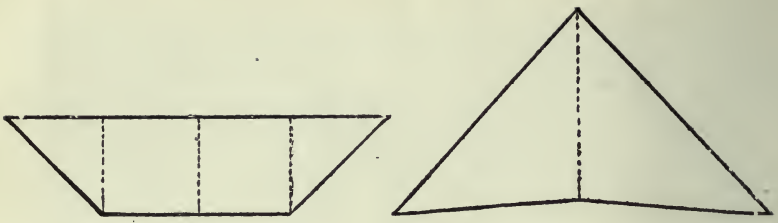
8

9

gĭrl	ĭt	Māy	plāy
boy	hăs	Tŏm	

I see a little girl.
I see a little boy.
It is Tom and May.
Tom has a ball and a boat.
May has a fan and a doll.
Tom and May can play ball.
May can make a fan.
Tom can make a boat.





one (wŭn) mād~~e~~ ~~c~~ăp
dā~~y~~ pā′pẽr wē

Here is a paper boat and a paper cap.

One day Tom made a little paper boat, and May made a little paper cap.

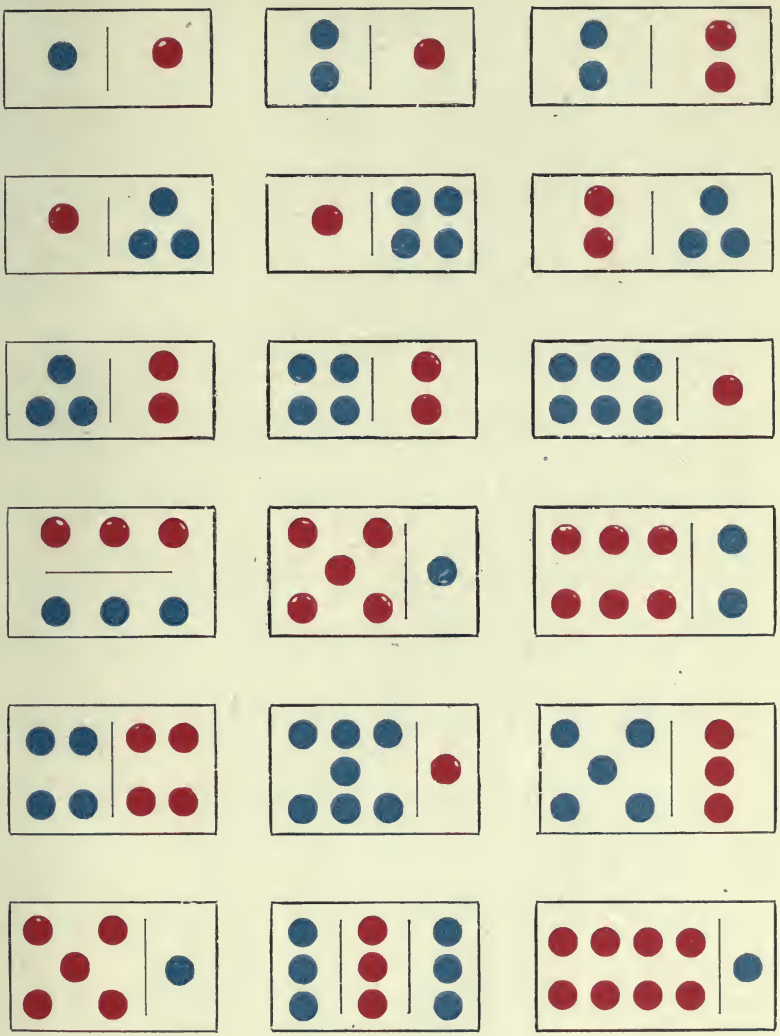
One day Tom made a paper cap, and May made a paper doll.

Tom has a paper boat.

May has a paper fan.

Can we make a paper boat and cap?

We can make a big paper boat and cap.



For drill in color and combination work.
Children can place the figures instead of dots for slate work.

REVIEW.

this	here	girl	play
is	drum	boy	one
lit tle	top	it	day
big	doll	Tom	made
cup	pan	May	pa per
fan	ball	has	cap
			we

May is a little girl.

Tom is a little boy.

May and Tom can play ball.

Tom has a drum.

Tom made a paper boat.

May made a paper fan.

REVIEW.

One day we made a paper cap.

This is the paper cap.

May has a paper doll.

Can you see the paper doll?

Can you make a paper doll?

One day I made a paper top.

Can you see a paper boat?

Can you see a paper cap?

This is a little drum.

This is a big drum.

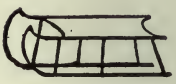
I see a pan, a ball, a fan, and a cup.

May has a little cup.

Tom has a little cup.

mȳ	slĕd	slāte
bĭrd	bo͝ok	tŭb

This is my bird.

This is my sled. 

This is my book.

This is my slate.

This is my tub.

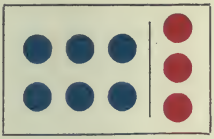
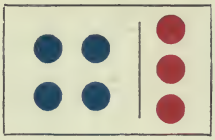
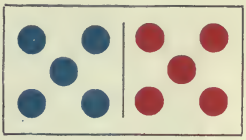
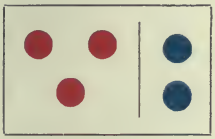
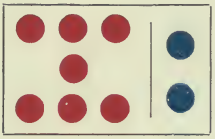
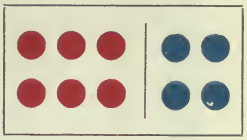
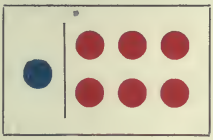
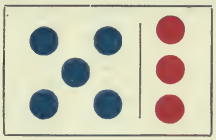
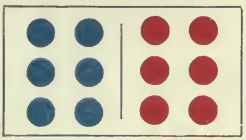
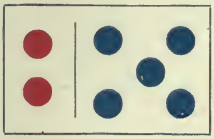
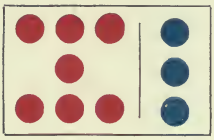
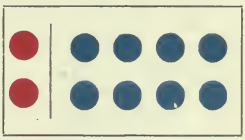
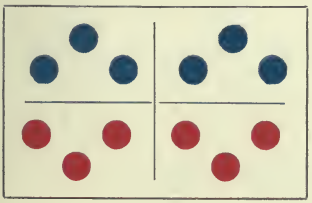
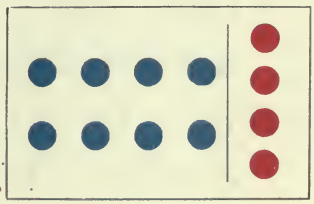
This is my bird.

This is my sled.

This is my book.

This is my slate.

This is my tub.

fĭsh	ĭn	pŏnd	wĭll
yo͝u	to͝	swĭm	mē

I see a fish.
Can you see it?
It is in the pond.
Can I get it?
A fish can swim.
I can see it swim.
Swim, swim, little fish, swim to me. O, see it swim!

t~~w~~o̤	ŏn	slāt~~e~~s
är~~e~~	ba̤l~~l~~s̤	~~c~~ăps

Two balls are in the cup.

One boy is on the sled.

Two fish are in the tub.

Two slates are on the box.

Two fish and two fish are 4 fish.

One ball and one ball are 2 balls.

One and one are 2.

One cap and one cap are 2 caps.

Two and two are four.

pĕt	trēe	rŭn	ēat
rĕd	flȳ	hŏp	sĭng

This is my pet bird.
It is a red bird.
It is in a tree.
My bird can fly.
My bird can run.

My bird can hop.
My bird can eat.
My bird can sing.
Sing, red bird, sing!
Have you a pet bird?

My bird can ——.

My bird can ——.

My bird can ——.

My bird can ——.

My bird can ——.

My bird is ——.

răt	căt	nō
dŏg	hĕn	blăck

The rat is black.

The dog is black.

The cat is black.

The hen is black.

Will the dog get the cat?

No, the cat will run.

Will the cat get the rat?

No, the rat will run.

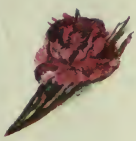
REVIEW.

my	pond	slates	eat
bird	swim	caps	sing
sled	will	pet	rat
book	to	red	dog
slate	me	tree	cat
tub	to	fly	hen
fish	are	run	no
you	on	hop	black
		in	balls

I see a red bird.
The red bird will sing.
A black bird can sing.
Run, boy, run!
Two fish are in the tub.
My pet hen is black.
One slate and one slate make 2 slates.
Two balls and one ball make 3 balls.

REVIEW.

Tom has a bird and it will eat, hop, fly and sing.
Make two little boats.
Make a paper cap.
Here is my drum.
One day, I made a paper boat.
Tom made a paper top.
The red bird is in a tree.
Sing, red bird, sing!
Find a flag.
I see a cat and a rat.
Will the cat get the rat?
The fish can swim.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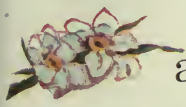
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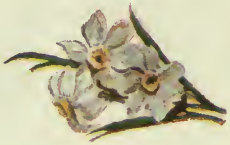

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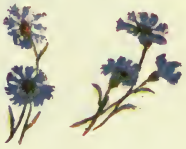

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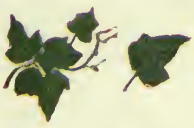

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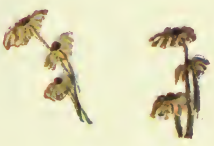

Mr.	hĭm	Năt	hē
dọ	yĕs	whêre	nŏt

O, here is Mr. Rat!
He is a black rat.
Do you see him?
O! yes, Nat, I see him.
Where is the cat?
Here is my dog; he will get it!
O, no, he will not get Mr. Rat.
O, see him run!

ă	ĕ	ĭ	ŏ	ŭ
at	eḡg	it	on	up
hat	red	iṣ	doll	cup
haṣ	let	in	box	run
can	ḡet	biḡ	top	sun
fan	nest	this	hop	fun
pan	dress	fish	doḡ	jump

ā	ē	ī	ō	ū
ate	me	ice	old	uṣe
day	he	like	so	blue
make	we	find	no	tune
may	be	bite	boat	du tў
play	eat	time	coat	mule
slate	see	ride	home	true

and are

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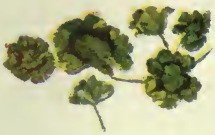
and are

and are

 and are

and are

and are

pret′tў
(prĭt tў)

Nĕll

stĭcks

what

wĭth

shē

hĕr

dĭd

ŏf (ŏv)

Is this May?
No, it is not May.
This little girl is Nell.
She is a pretty little girl.
Nell has a box of sticks.
Do you see Nell with her box of sticks?
Yes, I see her and the box of sticks.
What did Nell make with the sticks?
What can we make with a box of sticks?

I have a —— ——.

I have a —— ——.

I have a —— ——.

I have a —— ——.

I have a —— ——.

I have a —— ——.

I have a —— ——.

I can make a —— ——.

I can make a —— ——.

I can make a —— ——.

I can make a —— ——.

I can make a —— ——.

I can make a —— ——.

I can make a —— ——.

whīte
blūe
līke

all
love
our
sew (sō)

We have a big flag.

It is red, white, and blue.

The girls and boys like to play with the big flag.

We all love our flag.

I like to make a flag.

We can all sew a flag in red, white, and blue.

We will all make a flag to-day.

Our flag is ——, ——, and ——.

nĕst tāke ŭp bŭt ăn
grēen ĕgg thĕn drĕss

O, Nell, I see a little nest in this big green tree.

Can you see it?
Yes, Tom, I see it.
Do you see an egg
in the nest?

No, I can not see in the nest. I will get up in the tree, and then I can see in the nest.

Do, Tom, get up and see, but do not get the nest.

No, Nell, I will not get the nest.

Nell has a red dress.

LESSON XXVIII.

REVIEW.

Mr.	not	did	sew
do	Nell	white	nest
him	pret ty	blue	green
yes	of	like	egg
Nat	sticks	play	up
an	what	all	then
where	with	love	but
he	her	our	dress
		she	take

Tom can sew —— ——.
Nell can sew —— ——.
May can sew —— ——.
Nat can sew —— ——.

REVIEW.

Where is Mr. Rat?
Did the big black dog get him?
O, no, he did not get Mr. Rat.
Where is Nell? I see her.
She is a pretty little girl.
Will Nell play with her box of sticks?
Yes, Nell likes to play with the sticks.
Our flag is red, white, and blue.
Nell and Tom love our flag.
Tom can sew a flag.
A little nest is in the big green tree.
What did Tom find in the nest?
A little egg.
Nell has a red dress.
Have you a red dress?
Did Tom take the nest?
No, Tom did not take the nest.

jāy	ēars	lĕgs	tāil
eyes	wĭngs	lŏng	bŭgs

This is Mr. Blue-jay.
Do you see him?
He is in a green tree.
He has two eyes, two ears, two wings, and two legs.

A blue-jay has a long tail.
A blue-jay is a pretty bird.
What will a blue-jay eat?
Will a blue-jay eat bugs?
Yes, a blue-jay will eat bugs.
Will a blue-jay sing?

a blue-jay will —
a blue-jay will —
a blue-jay will — —
a blue-jay has — —
a blue-jay has — —
a blue-jay has — — —

a bout′ fēe̸t

kēe̸ps tĕll̸

wa̤rm fûr

lo͝ok ăt

c̶ōa̸t

This is my cat.

I like my cat and my cat likes me.

Her coat is made of fur.

The fur keeps her warm.

Look at her eyes.

What can you tell about the eyes of a cat?

What can you tell about the feet of a cat?

What can a cat do?

A cat can ——.

A cat can ——.

A cat can ——.

gŏŏd

hĭs

nāmę

Jĭp

jŭmp

fôr

yọ̆ur

Tom has a black dog.
Here he is.
He is a good dog.
His name is Jip.
Jip will run and jump for Tom.
Jip will do what Tom tells him to do.
Jip likes Tom and Tom likes Jip.
Do you like a good dog?
Is your dog black?
Has Jip a coat like my cat?
Has Jip feet like a cat?
Has Jip eyes like a cat?
Has Jip ears like a cat?

mo͝on ḡĭv~~e~~ṣ stärṣ ḡĭv~~e~~ ŭs
how sē~~e~~ṣ lī~~g~~~~h~~t ma′ny (mĕn′ў)

I see the moon, and the moon sees me.

The moon gives us light.

The stars give us light.

How many stars do I see?

Pretty moon, where are you all the day?

Stars, pretty stars, where are you all the day?

sūn ḡlăd hē~~a~~t sŭn-shīn~~e~~
sō shīn~~e~~ ḡrō~~w~~

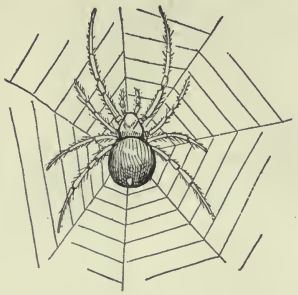
O, see the sun! It is so big!
The sun gives us light.
The sun gives us heat.
The sun makes us grow.
Shine, shine all the day, sun.
Can we make sun-shine?

sĭx
lĕt
ĭf

thĭn
bīte
count

A fly has two big eyes.
How many legs has a fly?
A fly has six legs.
How many wings has a fly?
A fly has two thin wings.
Will a fly bite?
Yes, a fly will bite you if you let him.
Let us get a fly and look at his big eyes.
Let us count his legs.
What will a fly eat?

ăm
wĕb
whȳ
w̨họ̄



spī′dẽr
thĭn̲k
nīc̨e̊
whĕn

I am a spider.
This is my web.
Do you think my web is nice?
Who can tell how I make my web?
Why do I make a web?
How many legs have I?
A spider has —— legs.
How many eyes have I?
A spider has —— eyes.
What do I eat?
A spider eats ——.
Let us get a big spider and count his eyes. Will a spider bite?
When can we get a spider?

~~c~~ȯm~~e~~	fa̤l~~l~~	ĕv′ ẽr y̆	yĕl′lō~~w~~
wo͝ods̤	lē~~a~~v~~e~~s̤	lē~~a~~f	hōm~~e~~

We have come to play in the woods to-day. It is fall.

O! look at the leaves. What has made the leaves so pretty?

Will he come every fall?

May has a yellow leaf.

We will take our leaves home.

REVIEW.

jay	tail	look	his
eyes	bugs	your	name
ears	coat	tell	Jip
wings	fur	a bout	jump
legs	keeps	feet	for
long	warm	good	eye
			at

A blue-jay has two eyes, two ears, two wings, two legs, and a long tail.

A blue-jay will eat bugs.

A nest is in the green tree.

My cat has a coat of fur.

It keeps her warm.

Look at the cat. What can you tell about the eyes of a cat?

Jip is a good dog; he will run and jump for Tom.

I will name my dog Jip.

Your dog has a pretty name.

A dog has how many feet?

REVIEW.

moon	so	bite	why
how	glad	if	when
sees	heat	let	come
gives	grow	count	woods
stars	who	am	fall
us	shine	spi der	leaves
light	makes	web	ev er y
give	six	think	leaf
ma ny	thin	nice	yel low
sun	sun-shine		home

Look at the moon and stars.
The moon gives us light.
The stars give us light.
The sun gives us heat and light.
The sun makes sun-shine.
We are glad we can see the sun-shine.
Who will tell us how we can make sun-shine?

REVIEW.

A fly has two thin wings, two big eyes, and six legs.

A fly will bite you if you let him.

A fly has —— —— ——.

The spider has a web.

He thinks it is a nice web.

A spider has —— eyes and —— legs.

A spider will bite you if you let him.

Come and see our leaves.

We have red, green, and yellow leaves. Tom has a green leaf.

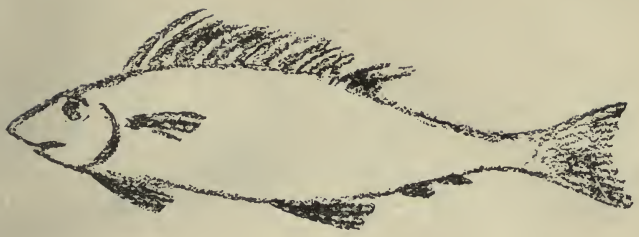
Fall leaves are pretty.

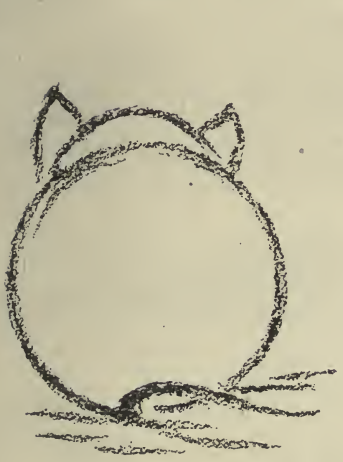
It is nice to play in the woods.

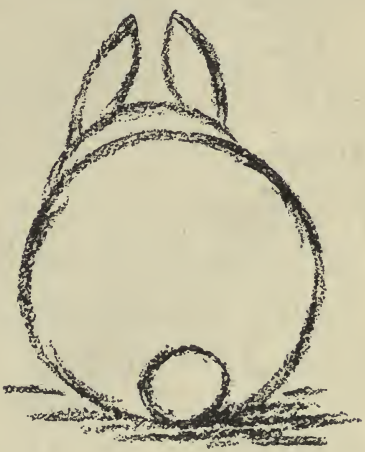
We all like to play in the woods.

wĕnt	out	said	lĕft
märch	hăd	(sĕd)	rīght
strīpes	fo͝ot	märch´ed	

One day we all went out to march.
Nat had his drum.
Tom said, "Left foot, right foot, march!" and then we all marched. We like to march.
How many stars and how many stripes are on our flag?







clāy fruit dĭsh′eş dĭsh hănd
thăt drȳ thĕm they (thā)

We have clay to-day.
Look and you will see what we can make with the clay.
Tom has made a big dish.
That is my dish; it is not so big.
What has Nell in her hand?
When our dishes dry, we will take them home.
They are nice dishes, and we like to play with them. See our clay fruit.
Are all dishes made of clay?
How are dishes made?

2 hats and 2 hats are — hats.

3 dolls and 2 dolls are — dolls.

1 top and 3 tops are — tops.

4 cups and 2 cups are — cups.

1 ball and 5 balls are — balls.

3 drums and 3 drums are — drums.

1 slate and 4 slates are — slates.

5 boats and 1 boat are — boats.

4 flags and 3 flags are — flags.

2 books and 5 books are — books.

1 bird and 6 birds are — birds.

4 fish and 4 fish are — fish.

6 sleds and 2 sleds are — sleds.

1 dog and 7 dogs are — dogs.

5 rats and 3 rats are — rats.

The blanks are to be filled with the correct figures; first written, and then orally.

Jăc̸k Frŏst	ĕv′ẽr	round
brown	sȯmȩ̸	tēa̸rs̱
tīmȩ̸s̱	frŏm	~~th~~ê̸i̸r

JACK FROST.

Mr. Jack Frost comes in the fall.

He makes the leaves red, brown, and yellow.

He makes the trees look white and pretty.

He bites little girls and boys on the ears, and some times makes big round tears in their eyes.

They run from him, and he likes to see them run.

Did you ever see Mr. Jack Frost?

Did you ever run from Mr. Jack Frost?

Jack Frost makes — — —

Jack Frost makes — — — —

Jack Frost makes — — — —

The moon is ——
The moon gives —— ——
The stars are ——
The stars give —— ——
The sun is ——
The sun gives —— ——
The sun gives —— ——
My ball is ——

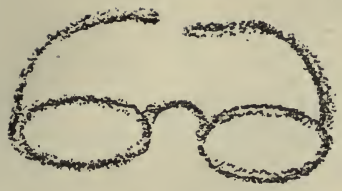
It is your ——
It is your ——
It is your ——

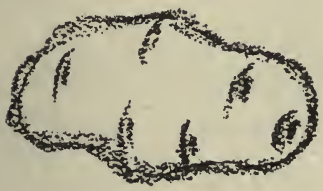
This is —— ——
This is —— ——
This is —— ——

Your —— —— white.
Your —— —— red.
Your —— —— black.

nīght gō′ĭng fŭn băd

This is Hallow-e'en Night.
What are we going to do?
Can you tell? O, what fun!
Who are we?
We are not bad boys and girls.
We are good boys and girls.





REVIEW.

went march ed hand their
out clay brown ev er
march fruit bites night
had dish es times go ing
stripes that some dress es
said dish from fun
left dry round bad
foot them tears coats
right they Jack Frost

Did you see our blue coats the day we marched?

Tom said, "Left foot, right foot, march!"

How many stars did we find on our flag?

How many stripes did we find on our flag?

One day we made clay fruit and dishes. We take them home when they get dry.

UNIV. OF

REVIEW.

They are nice dishes, and we like to play with them.

When will Mr. Jack Frost come to see us?

He comes in the fall, and makes the leaves red, brown, and yellow.

Did Jack Frost ever bite you?

He bites little girls and boys and makes big round tears in their eyes.

Some times we run from Mr. Jack Frost.

Did you ever see him?

Did you ever run from him?

We went out to have fun on Hallow-e'en Night.

Where do you think we went?

What did we do?

Do you think we had fun?

bad —— day ——
big —— black ——
out —— up ——

That —— can jump.
Your —— can jump.
This —— can jump.

My —— can fly.
His —— can fly.
Her —— can fly.

A —— has wings.
A —— has wings.
A —— has wings.

A —— has —— feet.
A —— has —— feet.
A —— has —— feet.

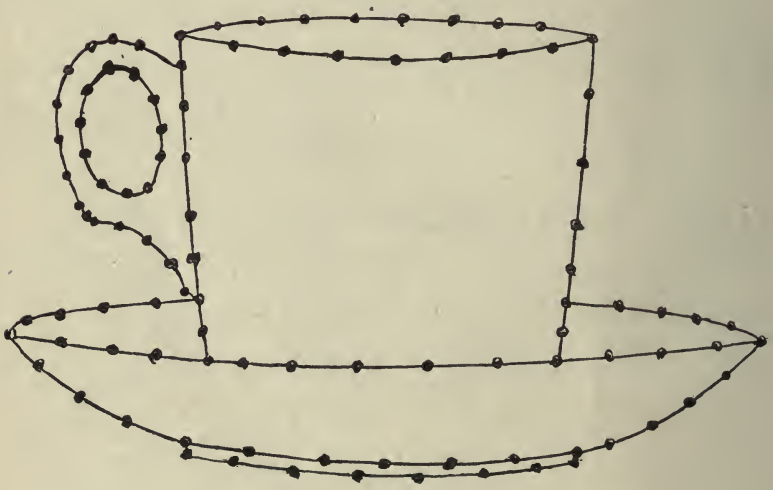
The first blanks to be filled by opposites.

flȳ′ĭng south snōw cȯm′ĭng
wĭn′tẽr stāy kīndş băck

O, see the birds flying!
They are flying south.
Why do they fly south?
Winter is coming, and the birds fly south where it is warm.
The little snow birds do not fly south. They stay with us all winter.

How many birds are flying?
What kinds of birds fly south?
Will the birds come back?

—— —— fly south.
—— —— fly south.
—— —— fly south.



thăn̲ks
fĭrst
wąs
tīmę
thêrę
gĭv′ĭng
a gō′

Thanksgiving Day is coming.
Who can tell us why there is a Thanksgiving Day?
The first Thanksgiving Day was a long, long time ago.
Who can tell us about it to-day?
I like Thanksgiving Day.
What can we give thanks for?
I will give thanks for my ——
I will give thanks for my ——
I will give thanks for my ——
I will give thanks for the ——
I will give thanks for the ——
I will give thanks for the ——

2 boys have — eyes.
3 girls have — eyes.
4 boys have — feet.
5 boys have — hands.
6 girls have — hands.

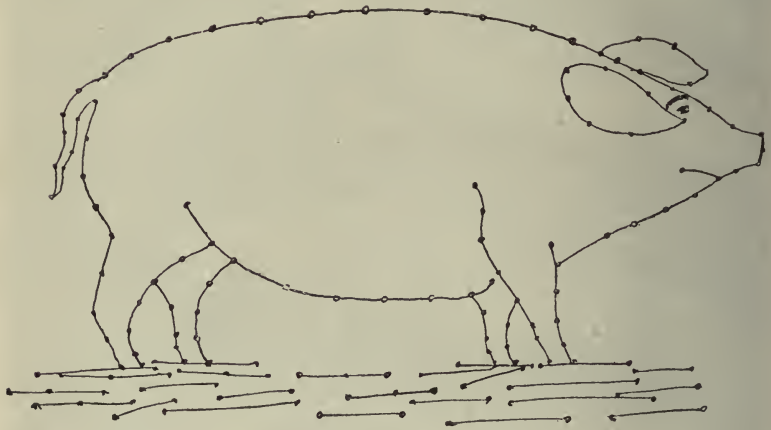
7 birds have — tails.
4 birds have — wings.
3 birds have — feet.
2 dogs have — feet.
3 cats have — feet.

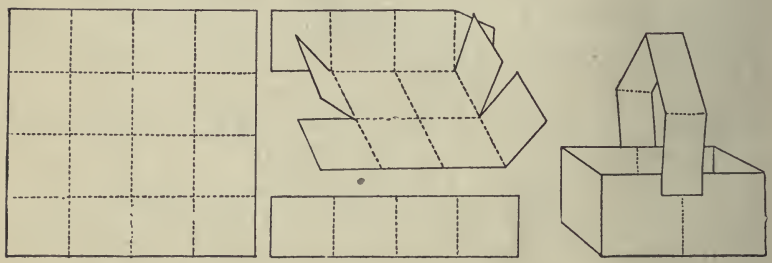
1 book and — book are 2 books.
3 sleds and — sleds are 5 sleds.
4 balls and — balls are 8 balls.
3 hats and — hats are 6 hats.
2 fish and — fish are 7 fish.

The blanks are to be filled with the correct figures; first written, and then orally.

pĭḡ pĕn Jŏh̸n drĭn̲k ɕôrn
pụt făt fēe̸d wạ́tẽr ĕlse̸

This is my pet pig.
He is a fat pig.
I put him in a pen.
I feed him every day.
I give him corn to eat.
What else will he eat?
I give him water to drink.
What else will he drink?





new gō ōh rīde
down hĭll fȧst

It is winter, and the snow has come.

See, here we go, up hill and down hill. Oh, what fun!

You can ride on my new sled.

Come, girls, get on my sled and I will give you a ride down hill.

I will not run fast.

REVIEW.

fly ing	stay	John	else
com ing	kind	pig	fat
giv ing	back	put	go
south	there	pen	new
win ter	first	feed	hill
snow	was	drink	oh
thanks	time	wa ter	ride
down	a go	corn	fast

Winter is coming, and the birds are flying south, where it is warm.

We have snow in the winter.

All the birds will come back when it is warm.

What birds stay here all winter?

Why do we give thanks on Thanksgiving Day?

Who had the first Thanksgiving Day? It was a long time ago.

Who will tell us all about the first Thanksgiving Day?

REVIEW.

John has a big fat pig.
He put him in a pen.
He feeds him every day.
The pig eats corn and drinks water.
What else will he eat and drink?
Nell and May are on my new sled.
See how fast we go, up hill and down hill. Oh, what fun!
They like to ride fast.
The girls think it is fun.
I like to make snow-balls.
We like to play in the white snow.
Did you ever make snow-balls?
Are you glad when winter comes?
We have fun when winter comes.

O, I see —— ——
O, I see —— ——
O, I see —— ——
O, I see —— ——
O, I see —— ——

Here is a ——
Here is a ——
Here is a ——
Here is a ——
Here is a ——

I see Nell and her ——
I see Tom and his ——
I see May and her ——
I see Nat and his ——
I see John and his ——

fri̯ĕnds̤
hăp′pў
sc̤h̤o̅o̅l
pä′pa
c̤ärd
mäm′ma Mĕr′rў C̤h̤rĭst̤′mas

Christmas is coming.
O, who will come to see us?
Did you ever see him?
We are all going to sew "Merry Christmas" on a white card.
We will take it home to papa and mamma.
We will sew a pretty card for our little friends who can not come to school.
It is fun to make our friends happy on Christmas Day.

ăt	hănd	whĕn	hĭm
~~c~~ăn	~~th~~ăt	ĕv′ẽr ~~y~~	stĭ~~c~~ks
hăt	thăn̲ks	yĕl′lō~~w~~	wĭ~~th~~
flăḡ	făt	wĕnt	dĭd
hăv~~e~~	hăp′pў	lĕft	wĭngs̱
ănd	ḡĕt	~~th~~ĕm	hĭs̱
făn	slĕd	ĕv′ẽr	Jĭp
păn	pĕt	pĕn	ḡĭv~~e~~s̱
Năt	rĕd	ĕls~~e~~	sĭx
ăn	hĕn	fri~~e~~nds̱	thĭn
hăs̱	yĕs	ĭs̱	ĭf
~~c~~ăp	Nĕl~~l~~	~~th~~ĭs	thĭn̲k
răt	ĕḡ~~g~~	lĭt′tl~~e~~	drĭn̲k
~~c~~ăt	nĕst	bĭḡ	dĭsh
blă~~c~~k	~~th~~ĕn	ĭt	wĭn′tẽr
ḡlăd	drĕs~~s~~	fĭsh	ḡĭv′ĭng
ăm	lĕḡs̱	ĭn	pĭḡ
hăd	tĕl~~l~~	swĭm	hĭl~~l~~
băd	lĕt	wĭl~~l~~	ŏn
bă~~c~~k	wĕb	sĭng	bŏx

Jă~~c~~k Frŏst Mĕr′rў ~~C~~hrĭs~~t~~′mas

lŏng	nŏt	tŭb	drŭm
tŏp	ŏf (ŏv)	rŭn	ŭp
dŏll	Tŏm	bŭt	jŭmp
pŏnd	frŏm	bŭgş	fŭn
hŏp	Jŏhn	ŭs	
dŏg	ćŭp	sŭn	

LONG SOUNDS.

māke	sēe	lēaves	spī´dēr
Māy	thē	fēed	nīçe
plāy	hēre	fīnd	bōat
dāy	wē	whīte	nō
māde	mē	līke	ćōat
pā´pēr	trēe	līght	sō
slāte	ēat	shīne	grōw
tāke	hē	bīte	hōme
jāy	shē	stripes	gō´ing
tāil	grēen	rīght	snōw
nāme	ēars	tīmes	a gō´
ćlāy	kēeps	nīght	gō
stāy	fēet	kīnd	ōh
lēaf	hēat	rīde	tēars	blūe

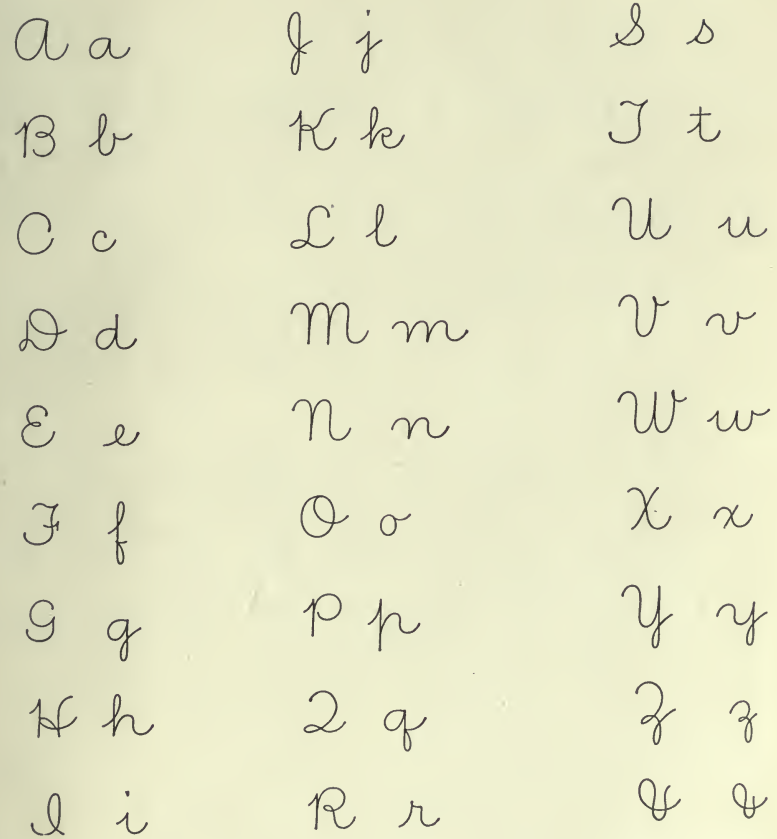
ạll
bạll
fạll
wạrm
wạ′tẽr
ärę
stärş
märch
cärd
märch′ęd
wạş
whạt
fȧst
pä′pa
mäm′ma
thęy (thā)
ma′nў (mĕn′ў)
said (sĕd)
whêrę

thêir
thêrę
hẽr
gīrl
bĭrd
fĭrst
pret′tў (prĭt′tў)
mȳ
flȳ
ęȳęş
drȳ
whȳ
flȳ′ĭng
lȯvę
sȯmę
cȯmę
cȯm′ĭng
tọ
frụit

twọ
dọ
whọ
yọu
yọur
sew (sō)
fôr
côrn
one (wŭn)
bo͝ok
lo͝ok
go͝od
fo͝ot
wo͝odş
mo͞on
sc̱ho͞ol
fûr
pụt

boy new brown south
our count down a bout′
out how round

A	a	N	n
B	b	O	o
C	c	P	p
D	d	Q	q
E	e	R	r
F	f	S	s
G	g	T	t
H	h	U	u
I	i	V	v
J	j	W	w
K	k	X	x
L	l	Y	y
M	m	Z	z



0	10	20	30	40	50	60	70	80	90
1	11	21	31	41	51	61	71	81	91
2	12	22	32	42	52	62	72	82	92
3	13	23	33	43	53	63	73	83	93
4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
9	19	29	39	49	59	69	79	89	99

To be used when best suited to the needs of the class.

I	= 1	XI	= 11
II	= 2	XII	= 12
III	= 3	XIII	= 13
IV	= 4	XIV	= 14
V	= 5	XV	= 15
VI	= 6	XVI	= 16
VII	= 7	XVII	= 17
VIII	= 8	XVIII	= 18
IX	= 9	XIX	= 19
X	= 10	XX	= 20

ā	as	in	ātę	ī	as	in	gīrl
ă	"	"	ăt	ō	"	"	ōld
ä	"	"	ärm	ŏ	"	"	ŏn
ạ	"	"	ạll	ọ	"	"	tọ
ȧ	"	"	ȧsk	ȯ	"	"	lȯvę
ạ	"	"	wạs	ô	"	"	ôr
â	"	"	âịr	ọ	"	"	wọụld
ē	"	"	mē	ū	"	"	ūsę
ĕ	"	"	ĕgg	ŭ	"	"	ŭp
ê	"	"	thêrę	û	"	"	fûr
ẽ	"	"	hẽr	ụ	"	"	pụt
ę	"	"	thęy	ụ	"	"	rụdę
ī	"	"	īcę	o͞o	"	"	mo͞on
ĭ	"	"	ĭt	o͝o	"	"	lo͝ok

EQUIVALENT SOUNDS.

ạ = ŏ as in wạs
ê = â " " thêrę
ẽ = û " " hẽr
ĩ = û " " gīrl

ĩ	=	ẽ	as	in	hẽr
o̤	=	o͞o	"	"	to̤
ọ	=	o͝o	"	"	wọ~~ul~~d
ȯ	=	ŭ	"	"	lȯv~~e~~
ô	=	a̤	"	"	ôr
ṳ	=	o͞o	"	"	rṳd~~e~~
ụ	=	o͝o	"	"	pụt
ȳ	=	ī	"	"	flȳ
y̆	=	ĭ	"	"	bā′by̆

CONSONANTS.

ç	=	s	as	in	nīç~~e~~
~~c~~	=	k	"	"	~~c~~ăn
ġ	=	j	"	"	lärġ~~e~~
ḡ	=		"	"	ḡĕt
~~s̤~~	=	z	"	"	ĭ~~s̤~~
n̲	=	ng	"	"	thīn̲k
~~th~~	=		"	"	~~th~~ĕm

GOOD-NIGHT.

Now the day is over,
All our tasks are by;
Soon the stars will twinkle
In the evening sky.

Little hands are folded
That have worked all day,
Little lips are silent,
Books are put away.

Soon we'll say our "good-night";
Each has done his best;
Homeward now we're going,
For a quiet rest.

Keep us, Heavenly Father,
Through the silent night;
May we wake up safely
In the morning light.

NOTE.—To be learned and recited in concert at the close of the day's work.

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